INTRODUCTION

Education is a reflection of a good civilization. Human civilization has progressed by innovation in education since periods. Education removes the blanket of ignorance and helps people in knowing them their fundamental rights. So to get education becomes the fundamental right of an individual.

It is that medium through which a small newborn turns into a confident teenager and henceforth a civilized citizen. Education helps in imparting moral values which is extremely important for creating a good society. Basic education helps an individual to meet his/her basic needs respectfully, to live and work with dignity, to improve the standard of their own living and hence to participate fully in the development of the nation. Leaving all these things aside, education is that medium through which one feels confident, aware and a sense of no fear resides in him.

India, with more than a billion residents, has the second largest education system in the world (after China). Experts estimate that 32 percent of its current population is under the age of 15. But counter to the image of India as a youthful engine of economic growth where many urban- based citizens work in some of the best technology centered jobs in the world, males in India complete just 2.9 years of schooling on average, females just 1.8 years. And for the small proportion that do persist through primary and secondary schooling, the quality of instruction varies widely, depending on the region of the country and whether one is enrolled in a state-supported public school or a fee- based private school.

In the Beginning

In olden times, India had the Gurukula system of education in which anyone who wished to study went to a teacher's (Guru) house and requested to be taught. If accepted as a student by the guru, he would then reside at the guru's place and help in all the daily chores of the ashram. This not only created a strong bond between the teacher and the student, but also taught the student everything about living and experiencing the difficulties practical life. The Guru taught everything the child wanted to learn, from Sanskrit to the Holy Scriptures and from Mathematics to Metaphysics. The student remained in the ashram until the guru felt that he had taught everything he could teach. All learning was closely linked to nature and to life, and not confined to memorizing some information.

The modern school system was brought to India, including the English language, originally by Lord Thomas Babington Macaulay in the 1830s. The curriculum was confined to "modern" subjects such as science and mathematics, and subjects like metaphysics and philosophy were considered unnecessary. Teaching was confined to classrooms and the link with nature was broken, as also the close relationship between the teacher and the student.

In 1952, Central Board of Secondary Education (CBSE) was constituted. All schools in Delhi and some other regions came under the Board. It was the function of the Board to decide on things like curriculum, textbooks and examination system for all schools affiliated to it. Today there are thousands of schools affiliated to the Board, both within India and in many other countries from Afghanistan to Zimbabwe.

Universal and compulsory education for all children in the age group of 6-14 was a cherished dream of the new government of the Republic of India. This is evident from the fact that it is incorporated as a directive policy in article 45 of the constitution. But this objective remains far away even more than half a century later.

However, in the recent past, the government appears to have taken a serious note of this lapse and has made primary education a Fundamental Right of every Indian citizen. The pressures of economic growth and the acute scarcity of skilled and trained manpower must certainly have played a role to make the government take such a step. The expenditure by the Government of India on school education in recent years comes to around 3% of the GDP, which is recognized to be very low.

"In recent times, several major announcements were made for developing the poor state of affairs in education sector in India, the most notable ones being the National Common Minimum Programme (NCMP) of the United Progressive Alliance (UPA) government.

The announcements are; (a) To progressively increase expenditure on education to around 6 percent of GDP. (b) To support this increase in expenditure on education, and to increase the quality of education, there would be an imposition of an education CESS over all central government taxes. (c) To ensure that no one is denied of education due to economic backwardness and poverty. (d) To make right to education a fundamental right for all children in the age group 6–14 years. (e) To universalize education through its flagship programmes such as Sarva Siksha Abhiyan and Mid Day Meal."

The School System

India is divided into 28 states and 7 so-called "Union Territories". The states have their own elected governments while the Union Territories are ruled directly by the Government of India, with the President of India appointing an administrator for each Union Territory. As per the constitution of India, school education was originally a state subject —that is, the states had complete authority on deciding policies and implementing them.

The role of the Government of India (GoI) was limited to coordination and deciding on the standards of higher education. This was changed with a constitutional amendment in 1976 so that education now comes in the so-called *concurrent list*. That is, school education policies and programmes are suggested at the national level by the GoI though the state governments have a lot of freedom in implementing programmes. Policies are announced at the national level periodically. The Central Advisory Board of Education (CABE), set up in 1935, continues to play a lead role in the evolution and monitoring of educational policies and programmes.

There is a national organization that plays a key role in developing policies and programmes, called the National Council for Educational Research and Training (NCERT) that prepares a National Curriculum Framework. Each state has its counterpart called the State Council for Educational Research and Training (SCERT). These are the bodies that essentially propose educational strategies, curricula, pedagogical schemes and evaluation methodologies to the states' departments of education. The SCERTs generally follow guidelines established by the NCERT. But the states have considerable freedom in implementing the education system.

The National Policy on Education, 1986 and the Programme of Action (POA) 1992 envisaged free and compulsory education of satisfactory quality for all children below 14 years before the 21st Century. The government committed to earmark 6% of the Gross Domestic Product (GDP) for education, half of which would be spent on primary education. The expenditure on Education as a percentage of GDP also rose from 0.7 per cent in 1951-52 to about 3.6 per cent in 1997-98.

The school system in India has four levels: lower primary (age 6 to 10), upper primary (11 and 12), high (13 to 15) and higher secondary (17 and 18). The lower primary school is divided into five "standards", upper primary school into two, high school into three and higher secondary into two. Students have to learn a common curriculum largely (except for regional changes in mother tongue) till the end of high school. There is some amount of specialization possible at the higher

secondary level. Students throughout the country have to learn three languages (namely, English, Hindi and their mother tongue) except in regions where Hindi is the mother tongue and in some streams as discussed below.

There are mainly three streams in school education in India. Two of these are coordinated at the national level, of which one is under the Central Board of Secondary Education (CBSE) and was originally meant for children of central government employees who are periodically transferred and may have to move to any place in the country.

A number of "central schools" (named Kendriya Vidyalayas) have been established for the purpose in all main urban areas in the country, and they follow a common schedule so that a student going from one school to another on a particular day will hardly see any difference in what is being taught. One subject (Social Studies, consisting of History, Geography and Civics) is always taught in Hindi, and other subjects in English, in these schools. Kendriya Vidyalayas admit other children also if seats are available. All of them follow textbooks written and published by the NCERT.

In addition to these government-run schools, a number of private schools in the country follow the CBSE syllabus though they may use different text books and follow different teaching schedules. They have a certain amount of freedom in what they teach in lower classes. The CBSE also has 141 affiliated schools in 21 other countries mainly catering to the needs of the Indian population there.

The second central scheme is the Indian Certificate of Secondary Education (ICSE). It seems that this was started as a replacement for the Cambridge School Certificate. The idea was mooted in a conference held in 1952 under the Chairmanship of Maulana Abul Kalam Azad, the then Minister for Education. The main purpose of the conference was to consider the replacement of the overseas Cambridge School Certificate Examination by an All India Examination.

In October 1956 at the meeting of the Inter-State Board for Anglo-Indian Education, a proposal was adopted for the setting up of an Indian Council to administer the University of Cambridge, Local Examinations Syndicate's Examination in India and to advise the Syndicate on the best way to adapt its examination to the needs of the country. The inaugural meeting of the Council was held on 3rd November, 1958. In December 1967, the Council was registered as a Society under the Societies Registration Act, 1860. The Council was listed in the Delhi School Education

Act 1973, as a body conducting public examinations. Now a large number of schools across the country are affiliated to this Council. All these are private schools and generally cater to children from wealthy families.

Both the CBSE and the ICSE council conduct their own examinations in schools across the country that are affiliated to them at the end of 10 years of schooling (after high school) and again at the end of 12 years (after higher secondary). Admission to the 11th class is normally based on the performance in this all-India examination. Since this puts a lot of pressure on the child to perform well, there have been suggestions to remove the examination at the end of 10 years.

State Schools

Each state in the country has its own Department of Education that runs its own school system with its own textbooks and evaluation system. As mentioned earlier, the curriculum, pedagogy and evaluation method are largely decided by the SCERT in the state, following the national guidelines prescribed by the NCERT.

Each state has three kinds of schools that follow the state curriculum. The government runs its own schools in land and buildings owned by the government and paying the staff from its own resources. These are generally known as *government schools*. The fees are quite low in such schools.

Then there are *privately owned schools* with their own land and buildings. Here the fees are high and the teachers are paid by the management. Such schools mostly cater to the urban middle class families.

The third kind consists of schools that are provided *grant-in-aid* by the government, though the school was started by a private agency in their own land and buildings. The grant-in-aid is meant to help reduce the fees and make it possible for poor families to send their children. In some states like Kerala, these schools are very similar to government schools since the teachers are paid by the government and the fees are the same as in government schools.

Teacher Education

Now when we talk of schools which may be of any kind, we cannot ignore the teachers who put their blood and sweat to shape the future of the country. The teacher is the benchmark that

measures the achievements and aspirations of the nation. The worth and potentialities of a country get evaluated in and through the work of the teacher. The people of a country are the enlarged replica of their teacher. They are the real nation builders.

It needs no description that the teacher is the pivot of any educational system of the younger students. The most important part of a school is its teachers as without them it is just like a body without the soul, a skeleton without flesh and blood, a shadow without substance.

And teachers who give the elementary education to a 3 year old kid, more commonly at a place which is known as the second home of a child, a place known as school where a lady with a beautiful smile welcomes crying children with equal warmth and care as he finds at home and promises the parents that she will very efficiently take care of the learning needs of the young one and would shape him to handle his problems of life.

So is it not necessary that this teacher is himself well educated, well mannered, and a responsible and civilized human being? How can he teach the young ones and shape their future, if he himself is not well educated and trained.

Teaching is not just explaining the concept, asking questions and then revising it. It is a medium through which a teacher uses various methods to explain the concept thus instilling more curiosity in the learners to explore more about the topic. It is an unending effort of helping students to know the unknown from the known.

So to train and educate these teachers becomes a more vital and important task. If the teachers are well trained and motivated, the rest will go well itself.

A teacher training program that emphasizes on obtaining the required pedagogical skills, instructional technology, and practical experience for teachers is assumed to be the best.

Teacher Education is a continuous process, and its pre-service and in-service components are inseparable" **(National Policy on Education, 1986)**

In India, teachers are educated in two ways:

Pre-service training - This is in the form of acquirement of a B.ED degree or such diploma degree.

In- service training – This is what the teacher receives when he or she is actually performing the task and facing the difficulties.

Pre-service training is like preparing the teacher to enter into the world of teaching and in-service training is like helping her/him out to face the real world problems of this profession efficiently. The degrees acquired by a teacher helps to develop the theory base of the subject, but trainings provided to aids in the delivery part of the acquired knowledge. These trainings thus enlarge the KSA's (knowledge, skills and abilities) of a teacher and also help to develop the ability of handling the young youth of a country.

Primary education is the foundation on which the development of every citizen and the nation as a whole built on. In recent past, India has made a huge progress in terms of increasing primary education enrolment, retention, regular attendance rate and expanding literacy to approximately two thirds of the population. India's improved education system is often cited as one of the main contributors to the economic development of India. At the same time, the quality of elementary education in India has also been a major concern.

Education In Gujarat

The Population of Gujarat according to the 2011 census stands at about 60 million, making it the 10th most populated state in India. The state makes up about 5% of the country's population. Literacy rate in Gujarat has seen upward trend and is 78.03 percent as per 2011 population census. Of that, male literacy stands at 85.75 percent while female literacy is at 63.31 percent.

In order to achieve the goals of SSA, the government of Gujarat is really striving hard and one of the major steps in this regard is to make the teachers' competent. Appointment of primary teachers is being done completely on the basis of their educational and professional qualifications. Whatever updated may be the curriculum of pre service training program, but looking towards the expanding horizons of education that is not sufficient for lifelong learning.

Therefore the training of teachers has become essential in order to make them competent in innovative trends, methods, techniques, audio visual aids, teaching -learning material etc.
With the joint efforts of Gujarat govt. and educationists, SSA is organizing teachers training program every year. In the year 2010 the training was provided at state level and in the year 2011 the training was provided at district level. The objective behind organizing training is to make teachers efficient and competent to achieve the goals of SSA.

This means that teachers of primary level should be more responsible and efficient. But sorry to state that due to inadequacy of teachers and need of early childhood educators, inexperienced and fresh graduates are allowed to teach the students. Thus the last resort to become a good teacher is the in-service training that is provided during the working schedule. Experience and training both can make the untrained teacher into an expert. So the need of good and contextual in-service training for these teachers is a must.

REVIEW OF LITERATURE

A literature review is a select analysis of existing research which is relevant to topic, showing how it relates to investigation. It explains and justifies how investigation may help answer some of the questions or gaps in the area of research. A literature review is neither a straightforward summary of everything read on the topic nor a chronological description of what was discovered in the field. One common way to approach a literature review is to start out broad and then become more specific.

Journals

Research related to HR practices

Mishra, Arvind & Pallavi (2010). Innovative HR practices by organisations in different sectors. The paper studies the Indian companies in the light of the recession that has hit the world since last few years and that whether a need was felt by the companies to reinvent their HR policies to overcome the financial blow and the downturn or not. It was found that companies have begun to understand that to keep the talented pool of employees within the company; it is now the need of the hour that the companies find innovative HR practices and thus align them with the stability and growth of the company. During the research it was found that some companies have started using new HR practices such as use of social networking sites, virtual working, 'inno' quiz sessions by HCL etc. to keep their employees connected with the company and to reduce their boredom.

Researches on T&D practices

Dwivedi, H., & Ladiwal, O. (2011). Training practices in Indian organizations. Out of various HR practices the most innovative and demanding function is the T&D function in a company. This paper throws light on T&D practices in various business houses of India like Reliance, Infosys, Wipro and so and all showed that they have a different and extremely systematized plan of T& D for effective utilization of its workforce. The paper showed that these companies now not only have inbuilt training areas but also have opened up special training institutes for their employees. This proves that for these companies T&D means a lot and they consider training as not a Reactive HRM function but a Proactive function.

Jadhav Ajit. A Study on Training and Development in Indian Banks. In this research paper an attempt is made to explore that whether training and development exists in banks in Mumbai or not. It further attempts to study that if it exists then, what is its impact to generate efficiency in employees to cater to the needs of the varied customers of the banks. The research found that banks located in sub-urban areas of Mumbai use good number of training and development practices, result of which is the growth of its employees and hence the bank and the banking industry. Some suggestions like language classes, more involvement of higher officials, training at regular intervals etc were also given.

Researches related to teachers training program

Kusumoto, Yoko (2008). Need Analysis: developing a teacher training program for elementary school homeroom teachers in Japan. This study was conducted on Japanese elementary school homeroom teachers. The purpose of this study was to conduct a needs analysis of teacher training program for these teachers. In the study it was found that there is a dire need and desire of good focused training program by the teachers. Such training programs will not only raise the morale of the teachers to teach well but also teach them different methods of teaching to be adopted in their actual workplace.

Gabršček, S.(April, 2013). Analysis of the existing ETTA INSETT system and assessment of the needs for in-service training of teachers. The paper is an attempt to explore the training needs of the teachers. It further tries to find out the success of the ETTA INSETT system. It was found that the ETTA INSETT system was rated between good and very good through data it was found that such training programs are welcomed in all the schools and their teachers.

Desai, A. *(*2012). Problems of teacher education in India. The paper tried to study in depth the problems of the existing teacher education in India. It was found that the existing training programme does not provide adequate opportunities to the student teachers to develop

competency because the organizers of teacher's training programme are not aware of the existing problems of schools. Therefore there should be a close matching between the work schedule of the teacher in a school and the programme adopted for teacher preparation in a training college.

Yijit, N. (2008). A study on evaluation of effectiveness of an in-service training course in Turkey. The study aimed to evaluate the effectiveness of an in-service training course which is provided for primary school teachers in Turkey. The study revealed that determining teachers expectation and readiness before carrying out the training program have tremendous impact on the success of the course.

Eswaran, S. & Singh, A. (2008). A study of Effectiveness of In-service Education of Teachers. The main objectives of the study were to assess the dropout rate at the primary stage; determine the school completion rate at the primary stage; determine the effectiveness of in-service education being imparted to primary teachers; and study the functioning of Cluster Resource Centres and Block Resource Centres and their effectiveness. The study revealed that the dropout rate at primary stage is at an alarming stage in Bihar in comparison to Tamil Nadu. What is being done till now in the training program is not satisfactory and a lot needs to be done. Teachers' in-service training program needs newer innovations and regular updation is need of the hour. BRC's and CRC's are ill- staffed and less trained.

Sood, V., & Anand, A. (2011). A Study of Attitude of Teachers towards In-services Training Programmes of Sarva Shiksha Abhiyan The sample in this research included 100 primary school teaches of Bangalore District in Karnataka selected by using random sampling technique. "The attitude of elementary school teachers towards different aspects of in-service training programmes" developed by tool was used for the collection of required data. 't-test' technique was adopted for data analysis. It was concluded that there is no significant difference between Rural and Urban, Male and Female and Teaching Experience (1-10 and11-20+) teachers attitude towards in-service training programs of SSA.

Kidwai, I., Burnette, D., Rao, S., Nath, S., Bajaj, M. & Bajpai, N. (2013). In-service Teacher Training for Public Primary Schools in Rural Model Districts. The main research objectives of this study was to understand the role of teacher training in the existing pedagogic practices present in schools with co-relation between the textbooks, and teacher training, and student learning in Assam and Andhra Pradesh. The study also explored on ways to revamp the existing in-service teacher training programs in Assam and Andhra Pradesh so as to better support the teaching learning processes at schools. From the research uptill now conducted it was known that the in-service teacher training expectations and the realities are divergent. As a result, despite a burst of interventions such as the RTE 2009 and CCE 2012 to improve the quality of education, the impact is minimal.

Kaur, H. Ph.D. Impact of B.Ed. programme on teacher effectiveness, personality, teaching aptitude and attitude towards teaching of prospective teachers. The present study was designed with the purpose to find out the impact of B.Ed. programme on teacher trainees, who were doing B.Ed. from Punjab University, Chandigarh. The investigator tried to evaluate and enquire the change in drives, thoughts, beliefs and behaviour of pupil-teachers as a result of the training programme. It was found that B.Ed. programme was effective in bringing positive changes in Teacher Effectiveness, Teaching Aptitude, Attitude Towards Teaching and Personality Traits of prospective teachers. The study revealed that B.Ed. Programme had more favorable effect on Teacher Effectiveness of Female Prospective Teachers as compared to male prospective teachers. It further added that B.Ed programme was equally effective in enhancing Teaching Aptitude and Attitude towards Teaching of both female and male prospective teachers. The study also concluded that male teachers were more tense and frustrated as compared to female prospective teachers.

Mohalik, R. (2008). Impact of In-service Teacher Education Programmes on Teacher Effectiveness and Students Achievement in English. The study focused to compare teacher effectiveness of secondary school English teachers those who are having and those who are not having in-service teacher education with reference to gender, region and education qualifications. It also tried to compare achievement in English of secondary school students

taught by teachers having and without having in-service teacher education in relation to gender and region. It was then found that In-service teacher education has significant impact on teacher effectiveness of secondary school English teachers taken as a whole. Teacher effectiveness of female teachers having B.Ed qualification is influenced by their participation in In-service Teacher Education (ISTE) programmes.

Kantharaj, H. (2013). Attitude of the Elementary School Teachers Towards In-service Training Programme. The objectives of the present study was to investigate the attitude of the elementary school teachers towards in-service training programmes and to construct an attitude scale towards in-service training programmes for elementary school teachers. The major results of the study were that there is a significant difference between rural and urban, rural pre-primary and rural higher primary elementary school teachers attitude towards in-service training programme. There is no significant difference between urban pre-primary and urban higher primary, rural pre-primary and urban rural preprimary, rural higher primary and urban higher primary teachers attitude towards in-service training programme.

Khandelwal, B.P. (2007). Evaluation in elementary teacher education: Report of the Committee on Streamlining Procedures and Practices of Evaluation in Elementary Teacher Education Programme. This study evaluated the theoretical and practical aspects of teachers training in India. The curriculum of elementary teacher education covers 3 components namely – theory of education; practice of teaching; and practicum (project work, sessions work, co-curricular activities, etc). Evaluation should therefore assess trainees performance on all the three components. National Council for Teacher Education (NCTE) constituted a Committee of experts to evaluate elementary teacher education courses; evolve a framework for evaluation; and assess student teachers' knowledge, professional proficiencies and soft skills in teaching, classroom management, organization of cocurricular activities, and evaluating pupils. The committee suggested that the students' performance should be assessed on a five point scale separately for each component, and a letter grade from A to E may be assigned. Numerical value from 1 to 5 may be assigned for each letter grade and then composite over all grades may be calculated. The Committee suggested that theory and practical components should be assigned

equal weightage in the final assessment, as well as in internal and external assessments. Viva-voce should be conducted at the end of 2nd year jointly by internal and external examiners, and each team of evaluators should have one internal examiner and one external examiner. TEIs should organize group discussions twice - first towards the end of first year and then sometime in the second half of the second year. Portfolio evaluation may be conducted along with the viva-voce by the team of examiners.

Patel, V. (2012). Feedback of Teachers and their needs regarding Teacher Training. The present study was carried out to study the opinions of government primary school teachers, B.R.C coordinators, C.R.C coordinators, Education Inspectors and Principals of pay centre schools regarding the training provided by government of Gujarat under S.S.A. Project. The training was beneficial for teachers. But they feel that all the aspects of training were difficult to implement to classroom. Teachers require more training related to teaching through activities and learning disabilities. Teachers expressed that they need more training in mathematics and English, preferably in content and methodology.

Evaluating Training Programs a book by Donald L. Kirkpatrick and James D. Kirkpatrick

The Four-Levels of the Kirkpatrick Training Evaluation Model (Reaction, Learning, Behavior, Results) helps trainers to measure the effectiveness of their training program in an objective way. By going through and analyzing each of these four levels, one can gain a thorough understanding of how effective the training was, and how the training can be improved in the future. The major drawbacks that are seen of this book and the model are that it can be time-consuming and expensive to use levels 3 or 4 of the model, so it's not practical for all organizations and situations. This is especially the case for organizations that don't have a dedicated training or human resource department, or for one off training sessions or programs.

Innovative Practices in Pre-Service Teacher Education - An Asia-Pacific Perspective - a book by Cher Ping Lim, Kenneth Cock, Graeme Lock, Christopher Brook.

ISBN 978-90-8790-753-2 (e-book)

This book aims to document the best practices and lessons learnt from the various TEIs in the Asia-Pacific and generate discussions of pertinent issues in pre-service teacher education such as

pedagogical beliefs, theory-practice gap, curriculum and assessment, and ICT in education. Drawing upon leading scholars of teacher education from the Asia-Pacific region, the 12 chapters in this book are divided into three main sections:

– Examining Pre-Service Teacher Education

– Engaging Partners in Pre-Service Teacher Education

– Emerging Practices in Pre-Service Teacher Education

This book has started out by highlighting the urgent need to improve the quality of teachers, especially by improving the pre-service teacher training programs. The chapters that follow in the book discuss how various TEIs response or address this need. However, it is often a difficult task for the teacher education program to help pre-service teachers change their underlying beliefs about teaching and learning and equip them with all the competencies that they need to be an effective teacher in school.

RESEARCH GAP

- The researches done so far on the education system of India tell us a lot about the various aspects of education system in government schools.
- Researches have also been done on the pre-service and in-service trainings provided to primary teachers of government schools.
- But till now no comparative analysis on the in-service teacher training aspect between government and private school teachers have been conducted.

Hence this study aims to do the comparative analysis of the effectiveness of the in-service teacher training practices provided to government and private primary school teachers in the state of Gujarat

JUSTIFICATION OF THE TOPIC

Education is the backbone of any civilized human being. And that too the elementary education is the building foundation for a child. His first schooling years have a great impact on him than the other years. Therefore it becomes very necessary that the teachers who teach and mentor them are themselves well educated and trained.

It is well known throughout the world that Indian students are very hard working and they can do wonders just if they are given ample learning and growing opportunities. Uncountable names are there who have successfully marked their presence in the corporate as well as political scenario of the whole world. No doubt the appreciation for this should be given to the teachers of our country. But this number is just handful and can be more if a little more is done for our teachers.

The researches done so far on the education system of India tell us a lot about the education system of India, its good points as well as its bad points. A lot of research has also been done on the pre-service education provided to the teachers of school. All such researches focus on training to teachers of higher levels of schooling and its impact on students. Very few concentrate on prevalent teachers training and development practices in the elementary years of schooling.

This study will help to know the effectiveness of the in-service teacher training practices provided to government and private primary school teachers in the state of Gujarat.

A comparative analysis will become a base for doing further research on this sector and related areas which are underperforming and will help to develop new innovative practices to train primary school teachers.

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OBJECTIVES OF THE RESEARCH

1. To study the innovative in-service teacher training practices used for primary school teachers.
2. To analyze the difference between opinion of government and private primary school teachers regarding the effectiveness of the in-service teacher training program.
3. To evaluate the effectiveness of in-service teacher training program on the basis of student's feedback.

HYPOTHESES

- **H_{01}:** There is no significant difference between opinion of government and private primary school teachers regarding the effectiveness of in-service teacher training program.
- **H_{02}:** There is no significant difference between feedback given by students of government and private primary schools towards effectiveness of in-service teacher training program.

METHODOLOGY

Research Design:

To study the in-service teacher training practices of government and private primary school teachers, an exploratory research design will be used that will help to know the parameters to be involved in the study.

Further descriptive research design will be used to analyze the parameters/ issues found out.

To collect the primary data, focus group interviews with few teachers and students and questionnaires from all selected respondents will be used.

Sample Design:

Universe: Since research aims to measure the effectiveness of in-service teacher training program with regard to government and private primary school teachers of Gujarat therefore all the primary school teachers in Gujarat will be the population.

Sample: The sample will include the selected government and private primary schools in two cities of Gujarat – Ahmedabad and Baroda.

Sample size:

City	Ahmedabad		Baroda		Total
	Government	Private	Government	Private	
Schools	10	10	10	10	40
Teachers	100	100	100	100	400
Students	100	100	100	100	400

Sampling technique:

A multi-stage sampling technique will be used to reach at the required sample.

From a large state of Gujarat only two cities are chosen to conduct the study. About 40 schools from each city will be taken in which 20 will be government and 20 will be private primary schools.

10 primary class teachers and 10 primary class students from each school will be taken. So feedback from 400 teachers and 400 students will be taken to do the desired analysis.

Data collection:

The data would be collected through primary survey method.

A pilot open- ended interview will be conducted with 10 government and 10 private school teachers for the making of the final questionnaire.

Then final questionnaires will be prepared and distributed among the respondents for data collection in Ahmedabad and Baroda.

Analytical tools:

Statistical measures such as Mean, Standard Deviation, Chi-square test etc will be used to analyze and interpret the obtained data.

Tentative Chapterization

Chapter 1 Introduction

1.1 Education sector

1.2 Government and private primary schools of Gujarat

1.3 Teacher Training program

Chapter 2 Methodology

2.1 Review of Literature

2.2 Objectives of the study

2.3 Hypotheses

2.4 Justification of the study

2.5 Research Design

2.6 Sample Design

2.7 Data Collection

Chapter 3 Analysis and Interpretation of Data

3.1 Data Analysis

3.2 Data Interpretation

Chapter 4 Conclusion

4.1 Findings

4.2 Suggestions

4.3 Scope of future Research work

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APPENDICES

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APPENDICES

Questionnaires and graphs will be mainly in this section.